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School of Education

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SCHOOL OF EDUCATION

UNIVERSITY OF OREGON

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1915

School of Education

FACULTY

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Henry Davidson Sheldon, Ph. D., Dean, Professor History of Education.
Fred Carleton Ayer, M. S., Professor of Education.
Hugo Bezdek, B. A., Director of Men's Sports.
John Freeman Bovard, M. S., Professor of Zoology.
William Pingry Boynton, Ph. D., Professor of Physics.
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Edmund S. Conklin, Ph. D., Professor of Psychology.
B. W. De Busk, Ph. D., Professor of Secondary Education.
Edgar Ezekiel DeCou, M. S., Professor of Mathematics.
M. H. Douglass, M. A., Librarian and Instructor in Library Administration.
James Henry Gilbert, Ph. D., Professor of Economics.
Herbert Crombie Howe, B. A., Professor of Modern English Literature.
R. H. Lyman, B. A., Dean of the School of Music.
Rose Powell, Instructor in Public School Methods in Music.
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Frederick Georg G. Schmidt, Ph. D., Professor of German.
Warren D. Smith, Professor of Geology.
Orin Fletcher Stafford, B. A., Professor of Chemistry.
Frederic L. Stetson, M. A., Assistant Professor of Education.
John Straub, Litt. D., Professor of Greek.
Bertha Stuart, M. D., Director of Women's Physical Training.
Albert Raddin Sweetser, M. A., Professor of Botany.
W. F. G. Thacher, M. A., Professor of Rhetoric.
Frederick George Young, B. A., Professor of Economics and Sociology.

ORGANIZATION

The School of Education of the University of Oregon was authorized by the Board of Regents in February, 1910. The general purpose of the school is to organize and correlate all the forces of the University which have for their ultimate aim the growth of educational efficiency in the State of Oregon. This work is done through the effective grouping of courses for teachers in the regular college curriculum, through the Summer School, the Correspondence School, and through investigation of questions of importance to the State and publication of results in bulletin form.

Courses in Observation and Practice-Teaching have been organized in connection with secondary courses given at the University, and by special arrangement with the Eugene and Springfield city secondary schools. The present arrangement provides for approximately sixty teachers annually.

The School of Education of the University of Oregon aims to train the following class of teachers:

1. **High School Teachers,** in the following subjects: English, History and Civics, Latin, German, French, Spanish, Mathematics, Physics, Chemistry, Biology, General Science, and Physiography.

Each student in the University prepares himself to teach at least three subjects—one major subject, which is pursued through the entire four years, and two minor subjects involving consecutive courses for at least two years. Thus from 80 to 85% of the student's time is taken by a thorough academic preparation in the subjects taught. The professional work includes special courses in methods given by the different departments, courses dealing with the principles of education offered by the Department of Education, and practice teaching. No student will be recommended for positions in this field who have not achieved a creditable academic record.

2. **Superintendents and Principals.** Men and women of experience in teaching, especially graduates of normal schools, who desire thorough scientific training for larger fields of usefulness are offered courses in Sociology, Economics, History, Politics, Psychology and the Natural Sciences in addition

to special courses in Educational Administration, the Elementary Curricula, Defective Children and the History of Educational Systems. A considerable portion of this work can now be done through specially arranged correspondence courses and through residence at the regular University Summer School. Teachers interested in preparing for this work can secure the proper catalogue and special bulletins from the Registrar of the University or may write directly to the Dean of the School of Education, Prof. H. D. Sheldon.

3. **Commercial Teachers.** The newly organized University School of Higher Commerce offers unusual opportunities for training in Accounting, Bookkeeping, Commercial Law, Commercial Geography and other advanced commercial subjects. This course combines the larger acquaintance with business methods, with direct training for high school positions which is not ordinarily found in candidates for this class of positions. Many of the candidates in this field are also competent to handle Civics, History and Economics in a small high school.

4. **Teachers of Physical Training and Gymnastics.** The departments of Physical Training for both men and women in the University have organized courses covering such essential subjects as Physiology, Anatomy, Sanitary Hygiene, Public School Gymnastics, Plays and Games, and the Coaching of Athletic Teams. Many of the students prepared to teach this special subject are also trained to handle closely allied fields such as General Science, and Biology. The University aims to train men and women for service in Playground, Philanthropic and other activities as well as for service in the public school system.

5. **Teachers of Art and Music.** The School of Music has a fully worked out course for the training of teachers in Public School Music. This course is four years long and calls for the same amount of preparation as the other four-year courses offered in the University. In some cases the graduates competent to handle this work are also capable of teaching other subjects, thus making a combination suitable for the smaller towns of the State. In Art the majority of the subjects necessary for the training of art teachers and

supervisors are already offered by various departments in the University. An organic course embodying these in systematic form will be worked out during the coming year.

EQUIPMENT

The equipment available for students in the School of Education consists of the following:

1. Collection of late eighteenth and early nineteenth century text-books, 100 volumes.
2. Collection of contemporary texts, elementary and high school, 800 volumes.
3. Collection of State, city school reports, college and other catalogues, 1,200 volumes.
4. Collection of sources of educational history, 1815-1850, 200 volumes.
5. Collection of contemporary and recent periodical literature, including 50 educational journals.
6. Special set of physical and psychical apparatus for purposes of examination of exceptional children in the educational clinic.

ADMISSION TO SCHOOL OF EDUCATION

The requirements for admission to the School of Education are the same as those for admission to the College of Literature, Science, and the Arts, viz.: fifteen units, representing completion of a four years' high school course. Persons more than twenty years of age and properly qualified may enter the University as special students without complying with the above requirement, but no such student may be a candidate for a degree or University teacher's certificate until all entrance deficiencies are made up.

GRADUATION

The degree Bachelor of Arts is conferred upon students of the School of Education who have secured 120 hours of college credit, exclusive of twelve semester hours required in physical training and including work required by the major professor.

CERTIFICATES ON GRADUATION

Graduates from the School of Education are entitled to teaching certificates as provided in the following Oregon school law:

Certificates shall be issued to graduates from standard colleges or universities who have completed one hundred and twenty (120) semester hours, including fifteen (15) semester hours in education as follows:

1. One-year State certificates shall be issued without examination, upon application, to such graduates of standard colleges and universities, authorizing them to teach only in the high schools of this State.

2. The holder of a one-year State certificate, issued in accordance with the provisions of this section shall, after six months' successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a five-year State certificate authorizing him to teach only in the high schools of this State.

3. The holder of a five-year State certificate issued in accordance with the provisions of this section shall, after thirty months' successful teaching experience in this State and upon the recommendation of the county superintendent of the county in which the applicant last taught, receive, without examination, a State life certificate authorizing him to teach only in the high schools of this State.

4. The holder of a one-year State certificate, or a five-year State certificate, or a life State certificate, secured in accordance with the provisions of this section is hereby authorized to act as a city superintendent of schools of any city.

Fees are as follows, payable to the State Superintendent of Public Instruction:

One-year certificate	$1.00
Five-year certificate (after six months' teaching)	2.00

GRADUATE DEPARTMENT OF EDUCATION

This department is a department of the Graduate School of Arts and Science, and as such offers courses leading to the

degree of Master of Arts and Master of Science. The advanced courses in Education aim to meet the needs of three classes of students: First, those who are preparing to give courses in the history and principles of Education in colleges and normal schools; second, those who are preparing to become supervisors and administrators in various types of schools; third, students in various departments of the University, who, in addition to the courses in the subject-matter which they intend to teach, wish to become acquainted with the principles underlying all educational organization and method. The last-mentioned class of students may take Education as a minor subject. Graduate students who have had no courses in Education but wish to complete the 15 hours required for the State certificate should register in the undergraduate courses.

TEACHERS' APPOINTMENT BUREAU

The School of Education maintains a bureau for the registration of academic and professional records of Oregon alumni and recommends candidates for vacancies. In recent years the bureau has located many teachers and has had many positions to fill for which suitable candidates could not be found. This is particularly true of positions calling for men. The bureau aims to assist alumni of the University of Oregon only, and charges no fee for its services. All principals or school boards desiring teachers are requested to correspond with the Appointment Bureau. Seniors or alumni who desire to register with the bureau should apply to the Registrar for the sheet of preliminary instructions. The recommendation of the bureau will be limited to candidates who have taken courses as prescribed by the faculty of the School of Education.

SUMMER SCHOOL

Beginning in the latter part of June of each year, the University conducts a summer school of six weeks in length, the chief aim of which is to furnish the superintendents, principals, and teachers of the State the courses needful in their work. Special lecturers of eminence are secured to keep the work fully abreast of the times. Bulletins fully describing the work of the summer school will be mailed to all those who apply.

CORRESPONDENCE COURSES

The University operates a correspondence school which enables energetic principals and teachers at a distance from the University to carry on studies under the direct supervision of the University departments. A circular containing the details of this division will be sent on application to the Correspondence-Study Department.

COURSES OF INSTRUCTION

I. Introductory Courses

(Open to anyone with teaching experience, and to all others except first-year students.)

1. **Principles of Education.**
   Two hours, repeated each semester.
2. **History of Modern Education.**
   Two hours, repeated each semester.

II. Courses for Juniors and Seniors

3. **Pedagogical Psychology.** *Three hours, first semester.*
4. **Genetic Psychology.** *Three hours, second semester.*
5. **Secondary Education.**
   Three hours, repeated each semester.
7. **Observation of Teaching.**
   Two hours, repeated each semester.

III. Courses for Seniors and Advanced Students

(These courses may be taken for graduate credit. Certain prerequisites are necessary for registration.)

8. **School Administration.** *Three hours, first semester.*
9. **Curriculum, Elementary.** *Three hours, second semester.*
11. **Library Methods and Periodical Literature of Education.**
    Two hours, second semester.
12. **Practice Teaching.** Courses 1, 2, 3 or 4, 5 and 7.
    Three to five hours, repeated each semester.

IV. Graduate Courses of Instruction

15. **Experimental Education.** *Three hours, both semesters.*
16. **Philosophy of Education.** *Three hours, both semesters.*

17. **Clinical Child Psychology.** *Three hours, second semester.*

18. **History of Ancient and Mediaeval Education.** *Three hours, one semester.*

19. **History of Education in England from the Sixteenth Century.** Not given 1915-16.

20. **History of Education in Germany from the Sixteenth Century.** *Three hours, first semester.*

21. **History of Education in America.** *Three hours, second semester.*

22. **Education Club.** *Two hours, each semester.*

V. Courses in Methodology Offered by the Different Departments

(Credit in Education as part of the fifteen hours required for a teacher's certificate may be gained, to the extent of four semester hours, in courses in this group. The courses are primarily concerned with the teaching of the various subjects.)

Botany 12, one hour a week, one semester.

English 63, one hour a week, both semesters.

German 11, two hours a week, second semester.

Geology 11, one hour a week, one semester.

History, one hour a week, one semester.

Journalism 4, one hour a week, one semester.

Latin, two hours a week, one semester.

Mathematics 7-8, one hour a week, both semesters.

Physics 15, two hours a week, one semester.

Music, two hours a week, two semesters.

Physiology, one hour a week, one semester.

Drawing, two hours a week, one semester.

Romance Language 12, two hours a week, second semester.

Theory and Coaching of High School Sports, two hours a week, two semesters.

See also special courses in physical training and athletic sports.

VI. Related Courses of Instruction

The attention of students of education is directed to the courses listed under the departments of Psychology, Philosophy, and Sociology, many of which are directly related to the content of education.

SPECIAL COURSES OF STUDY

Courses Required by Departments

The following list of the courses of study necessary to equip teachers in the different high school subjects represents the irreducible minimum which the department in question considers necessary to insure superior teaching. Under the ordinary conditions no student will be recommended for a position in a department of a large high school who has not carried successfully in his college course all the work outlined. Exceptions may be made of small high schools where the candidate must of necessity teach a large variety of subjects. In schools of this class where the faculty is limited to three teachers or less, students will be recommended upon the successful completion of shorter courses in the subject to be taught. In foreign languages students, to secure recommendations, must have taken at least four years' work, of which two years must have been completed in a college or university.

It is advisable for students to fit themselves for teaching more than one subject. While the demand for teachers in the different subjects fluctuates from year to year, there is at present a particularly strong demand for men capable of teaching one department and acting as physical director. Ability to supervise music, athletics, or public speaking, adds materially to the chances for securing a first-class position. Various combinations of subjects are asked for, but the majority of calls are for teachers of two or more adjacent subjects as arranged in the following group: German, Latin, English, History, Civics, Mathematics, Science (i. e., physics, biology, physiology, chemistry, physiography), Manual Training, Commercial subjects.

Required Departmental Courses

Botany. Elementary Botany 1 and 2, four hours, both semesters, freshman and sophomore year.

Structural Botany 3 and 4, three hours, both semesters, sophomore or junior year.

General Biology 9, two hours, both semesters, junior or senior year.

Chemistry. General Chemistry 1, four hours, both semesters, freshman year.

Analytical Chemistry 3, four hours, both semesters, sophomore year.

Organic Chemistry 5, three hours, both semesters, junior year.

Teaching of Chemistry, one hour, both semesters, senior year.

English. English Composition 1, three hours, both semesters, freshman year.

Outlines of English Literature 31, 32, three hours, both semesters, Professor Howe, freshman year.

Rhetoric 6, three hours, both semesters, sophomore year.

Additional course in Modern English Literature, three hours, both semesters, sophomore or junior year.

Course in Methods of Teaching English, senior year.

Geology. Elementary Geology, three hours, both semesters, freshman or sophomore year.

Identification of Minerals, two hours, both semesters, sophomore or junior year.

Methods of Teaching Geology and Physical Geography, one hour, second semester, senior year.

German. Elementary German, five hours, both semesters, freshman year.

Advanced German, four hours, both semesters, sophomore year.

German Classical Drama, three hours, both semesters, junior or senior year.

German Fiction and Contemporary Literature, three hours, both semesters; or

The Nineteenth Century Novel, three hours, both semesters, junior or senior year.

The Teaching of German, two hours, one semester, senior year.

History. History of England, three hours, both semesters, freshman year.

Greek and Roman History, three hours, both semesters, sophomore year.

Early American History, three hours, both semesters, sophomore year.

Medieval History, or Modern History, three hours, both semesters, junior year.

Later American History, three hours, both semesters, junior year.

Historiography, two hours, both semesters, senior year.

Methods of Teaching History, senior year.

Latin. A minimum of six years' preparation and as much more as can be obtained in the ordinary college course are requisite for teaching Latin. This would, of course, include the usual four years of high school or academy Latin, covering the uniform reading in Caesar, Cicero, and Vergil, with supplementary work in Ovid and Sallust and Composition. Four years more are recommended, and, if not four, at least two. The work in these four years is so arranged that a wide range of reading is offered, the instructor reserving the right to vary the program from year to year.

Fifth Year. Cicero's de Senectute, Vergil's Eclogues, a play of Plautus, Horace's Odes, Sallust's Jugurtha, selections from Catullus and Tibullus.

Sixth Year. Horace's Satires and Epistles, a book of Livy, Ovid's Tristia, a play of Terence, selections from Pliny and Martial.

Seventh Year. Roman life from Cicero's Letters and Orations, Roman History from Tacitus and Livy.

Eighth Year. Roman literary criticism from Quintilian and other authors. Roman philosophy from Lucretius and Cicero.

Mathematics. Advanced Algebra, Trigonometry, Analytical Geometry, five hours, both semesters, freshman year.

Differential and Integral Calculus, five hours, both semesters, sophomore year.

Differential Equations, two hours, both semesters, junior or senior year.

Determinants and Theory of Equations, three hours, one semester, junior or senior year.

History and Teaching of Mathematics, one hour, both semesters, senior year.

Physiology. Invertebrate Zoology, three hours, both semesters, freshman or sophomore year.

Elementary Physiology, two hours, first semester.

Nature Study, three hours, second semester.

Physics. The minimum requirement in Physics for a recommendation to teach the subject in connection with other branches in a high school includes the following courses, aggregating 15 semester hours:

3 and 4, General Physics, three recitations and laboratory, one year.

11, Elementary Mechanics, two recitations and laboratory, one semester.

15, History and Teaching of Physics, two semester hours.

16, Physical Technics, two semester hours, including laboratory.

The prospective teacher of Physics needs also the fundamental courses in Mathematics and Chemistry, and should have acquired either in the University or elsewhere a familiarity with the use of common tools and a fairly accurate and extensive knowledge of machinery and its operation, such as steam and gasoline engines, dynamos, motors, telephones, etc., topics of special interest to high school boys.

Those making a specialty of Physics will consult the announcement of the department for other courses adapted to their needs.

Course for Superintendents, Principals, Etc.

Students entering this course should major in Education.

Freshman Year. English Composition, three hours.

Sophomore Year. *Psychology, three hours. *Economics, three hours. Early American History, three hours. Education 1 and 2, two hours, each semester.

Junior Year. Genetic Psychology, three hours. Secondary Education, three hours. Later American History, three hours. Observation, two hours.

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* The courses starred may be taken by correspondence.

Senior Year. *School Administration—Organization of Curricula, three hours. Practice Teaching, four or five hours. Library Methods, two hours. Sociology, two hours.

A student may combine the above course with one or possibly two of the high school groups and thus prepare himself for some specific department in a high school, besides securing a general training in pedagogy which will be essential to him later on in his career.

Special Course for Music Teachers

It is within a comparatively short period that the necessity of special training for teachers of music has been realized, though schools affording such opportunities to teachers in other subjects have long been acknowledged as necessary. In recognition of this need, an opportunity will be given teachers to get such training in the School of Music.

The purpose of a normal department is to give the student of music a mental, musical, and technical education that will equip him for teaching, and which will be at the same time invaluable to musicians who wish to have more than a superficial knowledge of their art.

First Year. Music (piano, voice, or violin), two hours. German (Italian for voice), five hours. Literature, three hours. English, three hours. Elocution, one hour. Personal Hygiene, one hour. Physical Training.

Second Year. Music (piano, voice, or violin), two hours. Harmony (preparatory), one hour. German, four hours. English, three hours. Literature, three hours. Elocution, one hour. Physical Training.

Third Year. Music (piano, voice, or violin), two hours. Sight Singing, one hour. Harmony, one hour. History of Music, one hour. Psychology, three hours. French, five hours. Special Methods in Teaching Music, two hours. Physical Training.

Fourth Year. Music (piano, voice, or violin), two hours. Sight Singing, one hour. Education 3 and 4, three hours. Harmony, one hour. History of Music, one hour. Elocution, one hour. Practice Teaching Music, five hours. Physical Training.

Special Course for Teachers of Gymnastics

Freshman Year. French or German, five hours. English Composition, three hours. Botany, four hours. Public Speaking, one hour. Personal Hygiene.

Sophomore Year. Physics, four hours. French or German 2, four hours. Zoology 1 and 2, three hours. Psychology 1, three hours.

Junior Year. Histology, three hours. Osteology, two hours. Chemistry, four hours. Education 3 and 4, three hours. Bacteriology, two hours. Theory of Gymnastics and Playground, two hours.

Senior Year. First semester: Physiology, four hours. School Hygiene, two hours. Corrective Gymnastics, three hours. Art of Teaching Gymnastics, two hours. Symptomatology, one hour.

Second semester: Physiology, four hours. Sanitary Hygiene, two hours. Special Physiology, three hours. Anthropometry, two hours. Emergencies and Bandages, one hour.

Special Course for Directors of Athletics

For men who desire the ability of training athletic teams in connection with high school teaching. The course includes: (1), an introduction to the sciences underlying physical activity; (2), a practical study of personal hygiene, first aid to the injured, and prescriptive exercise; (3), a detailed study of the theory, rules, and methods of coaching each of the high school athletic sports, supplemented by practical work on the field, and (4), a professional study of educational theory and practice.

The following courses are offered:

Personal Hygiene, one hour, both semesters.

Theory and Coaching of High School Sports, two hours, both semesters.

The courses will be open to juniors and seniors who are prospective teachers. Successful completion of these courses will entitle students to a recommendation as Director of High School Sports.

COURSE FOR COMMERCIAL TEACHERS

This course contains the fifteen hours in Education required for high school teachers.

SOPHOMORE YEAR

First Semester		Second Semester	
Principles of Economics	3	Principles of Economics	3
Modern Language	4	Modern Language	4
Principles of Accounting, based on Preparatory Bookkeeping	2	Principles of Accounting, based on Preparatory Bookkeeping	2
Political Institutions (Political Science)	3	Political Institutions (Political Science)	3
Principles of Education	2	History of Education	2

JUNIOR YEAR

Business Organization	2	Industrial Organization	2
Cost Accounting	2	Auditing and C. P. A. Course	3
Commercial Law (Pol. Sci.)	3	Sociology	3
Sociology	3	School Administration	3
Secondary Education	3	Foreign Commerce	3
Domestic Commerce	3		

SENIOR YEAR

Resources of the Northwest	2	Corporation Management and Combinations	3
Transportation	3	Laboratory Work in Management or Field Work and Thesis	5
Labor Problem	2	Practice Work	5
Laboratory Work in Management or Field Work and Thesis	5	Elective	2
School Observation and Management	2		

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